(1948) Department.

Ms. SERIES.

G.O. No. 946 Education

Dated 21.4.1948

Sub:- Elementary Education - Elementary schools - Ways and means to avoid wastage.

From

Dr. S.R.U. Savoor, M.A., D.Sc., I.E.S.
Director of Public Instruction,
Madras.

The Hon'ble Minister for Education,
Fort St. George, Madras.

R.C.No.2210 B1/47 Dated 12th December 1947.

Sir,

REFERENCE:- Your note dated 12th November 1947.

At the very outset I wish to submit that the survey referred to in your note was undertaken as long ago as 1930 with a view to amalgamating schools. It was in the year 1930, that Mr. H.Champion, the then Deputy Director of Public Instruction, prepared a detailed report in respect of consolidation and concentration of elementary schools. The report consists of two parts - the first is general in character and the second indicates how the general principles put forward in the first part may be applied in the case of a town, a village or a group of villages. Mr. R.G.Grieve, the then Director of Public Instruction, was in full agreement with Mr. Champion's report and believed that, if the principles put forward therein were generally applied in the Presidency, there would be a material improvement in educational efficiency and a marked decrease in the financial wastage. The above report was printed and published with the Orders of Government thereon and circulated to the Presidents and Chairmen of Local Bodies, District Educational Councils and Inspecting officers of the department with instructions to prepare schemes applicable to Municipalities, to groups of villages and to large individual schools in the light of instructions contained therein.

The report begins with a discussion on the need for consolidation. The author of the report stated that, in order to reach the minimum of efficiency and economy, schools should have full classes and one teacher in charge of each class. The primary aim of the scheme should be to create schools containing full classes of 30 pupils; and the employment of one teacher in not more than one class. The various difficulties in the way of the scheme such as the mother-tongue of the pupils, admission of children of scheduled classes, boys and girls reading in the same school and amalgamation of schools under different managements were discussed later. It was also established that while recognizing the impossibility of overcoming the tendencies that make for the existence of small schools, it is possible to move in the direction of the creation of big schools, to prevent the indefinite multiplication of small schools and to hasten the process of fusing separate schools into a smaller number of large schools. The proposals for the redistribution of schools were taken and inscussed:

1. Selection of school centres and establishment of central schools which would accommodate all children of schoolage of all communities of both sexes residing within a distance of one mile or who are able to walk that distance. Such schools were considered to consist of separate sections for Hindus, Muslims, depressed classes and girls.

2. Outside thisschool centre with the central school would be a number of junior schools, serving the needs of younger children who are unable to walk the distance to the central school. These junior schools would contain Standards I and II. Apart from this, there may be outside this school centre well-conducted aided

schools under managements capable of developing them into efficient economically schools containing Standards I to V with full average strength of 30 pupils in each Standard. All these schools, centrral junior and well-conducted aided schools comprised a unit of school distribution.

The above report was printed and published by Government in their Order No.740, Education, dated 23-4-1930 with certain modifications suggested by the Director - vide; paras (1)and (ii) on page 27.

Latter, in 1931, Mr. Statham, the then Deputy Director of Public Instruction finding it evident that the policy of the department in regard to co-education in elementary schools was not clearly understood by the officers suggested certain modifications and approved by the Director. A circular Proceedings was issued in Proceedings C.No.2352 B/30 dated 19-12-1930 containing the above modifications and these were approved by Government also in their Order No.463, Education, dated 24-3-1931. The above instructions comprised the following points:--

(1) Consideration of the population for the establishment of a school.

(2) Establishment of a separate school for girls in all areas with a population of 2,000 and above without detriment to the working of mixed schools in such areas for reasons that co-education amongst Hindus even in higher classes presented few difficulties. Much emphasis was laid on the importance of a separate girls' school in areas of 2,000 and above.

(3) In areas with a population of less than 2,000 which form a great majority of rural areas, the policy of encouraging mixed schools bearing in mind to increase the number of women teachers on the staff.

(4) Conversion of girls schools into mixed schools.

(5) Retention of girls in the mixed schools at least for 4 years.

(6) Distinction between the admission of girls in boys' schools and boys in girls' schools.

In 1937, a sub-committee of Provincial Educational council met and its findings were as follows - (copy enclosed). The schemes originally prepared were dropped and instead it was decided to consentrate on the following as being a more practical measure:--

1. Elimination of inefficient and incomplete elementary schools, and

2. Development of schools into complete ones with Stds. I to V.

3. Recognition of feeder schools with Stds. I to III.

4. Conversion of single teacher schools into plural teacher ones.

The reasons for giving up the schemes for the concentration and amalgamation of schools were briefly as follows:--

1. The policy of Government in maintaining separate schools for Muslims and Harijans. The first category could not be amalgamated with the general school owing to the difference in the medium of instruction apart from the minor difficulties of adjusting weekly and other holidays, etc. The latter could not also be amalgamated in many cases as they were run either by the Labour Department as part of their ameliorative programme or by Missions. It was also the experience in almost all parts of the Presidency that schools were only nominally accessible and it was therefore feared that the abolition of these special schools would result in

the virtual denial of educational facilities to the pupils belonging to the Harijan commuhity as the Harijan pupils did not of their own accord seek admission into such schools for fear of incurring the hostility of their employers.

2. In most localities the general desire of the parents was for the location of a board school in preference to an aided school Whether it was mission or non-mission. There was, therefore, considerable opposition to all schemes where the abolition of the board school was contemplated.

3. The question of accommodation for the amalgamated school presented also difficulties. Amalgamation necessarily meant the provision of additional accommodation, play-field and garden space and in many cases, the amalgamated school irrespective of the management found it difficult to satisfy the need. Distance was another factor as parents did not want their children to walk an additional distance of even two or three furlongs to the amalgamated school.

4. Above all, private managements with their limited resources and objectives were not in a position to provide for all the school-age pupils in the locality. The Missions, for example, had only the interests of the Cheris at heart, where the converts were living. Non-convert pupils in the cheris were freely admitted probably with a view to future proselytization. These Missions could not very well meet considerable non-recurring and recurring expenditure on the expansion of these small schools into institutions to meet the entire needs of the locality nor were they willing to shift the school to a more central location for for meeting the needs of the entire village.

Similarly non-mission aided institutions under teacher-managers did not have the financial resources for expanding their schools. The amalgamation schemes would have meant the closure of these classes of schools though the general condition of many of them was more satisfactory than that of Board schools.

As the primary objectives of these schemes were (1) to avoid waste and (2) to ensure literacy bypassing on pupuils of Standard I into Standards IV and V, a new solution which would not cause general dissatisfaction was thought of. It was decided that no grant should be given to a school which did not have at least 20 pupils in average attendance (and not merely on the rolls) In regard to the determination of the number of teachers eligible for grant, it was ruled that the same figure of 20 in average attendance should be taken into account, excluding for calculation underaged pupils as well as pupils who had remained in the same standard for more than one year. At the same time no school was eligible to get more teachers than there were Standards and for thi this purpose 35 was taken as the minimum strength. By passing rules on these limes wastage of public funds was eliminated.

To secure proper distribution of strength, it was decided th that every school should have five Standards unless it was decided hand to be a feeder school with Standards unless it was declared to be a feeder school with Standards I to III or unless it was a newly opened school which was annually opening the heigher Standards. In addition, it was decided to give a statutlory cut in grant to every school which could not show 25% of the strength in Standard I in each of the Standards IV and V. If a school received a cut of this kind for successive years, its recognition was also to be withdrawn. I invite your kind attention in this connection to the rules framed with the approval of Government in particular to Chapter III.

As a result of these new rules, waste was avoided through it must be admitted that plural class teaching was not altogether abolished. On the other hand, there was this decided advantage. namely, that each class of school could expand according to its own resources. May difficulties which existed then still persist in some measure and it is doubtful if we can close all schools except one in every village without encountering opposition

Thus under the present rules, there is no wastage of pub funds on elementary schools specially under the aided managamen. in the sense that uneconomic schools are allowed to exist. The amalgamation of schools is not likely therefore to lead to considerable savings though there may be an increase in the efficiency, if plural class teaching is reduced. It is true, however, that in so far as schools under public management are concerned these rigid rules were not applicable to them.

The aided schools will present some difficulty as some districts, they have no resources for expansion. In fact owing to the abolition of the rule permitting increases and the introduction of a new rule fixing the mimimum scales of pay their resources are now greatly reduced. The additional staff, equipment and accommodation needed, cannot therefore be provided by many of the managements. On the other hand, the villagers in many localities desire to have a Board school specially if the other schools are run by missions and it would be difficult to resist this demand

If the Government feel that the policy of permitting separat schools for special communitées and girls and denominational educat should be given up, one more attempt may be made though it is very doubtful if Mission bodies will agree to amalgamate their schools with others. In what form amalgamation should take place should be decided first. The scheme may be limited to rural areas as the question of amalgamating schools in Municipal areas is neither urgent nor practicable. Amalgamation in the Municipal areas will need more and large buildings which cannot be thought of now. There is however no need to take a survey for this purpose. I think necessary infommation can be gathered from the particulars available in the offices of the District Educational Officers and the Inspectoresses. The following suggestions may be considered as a first step.

1. Board schools:- All schools under board managements in a village, whether boys, girls or Harijans may be amalgamated and run as one school. When it is necessary to utilize more than one building the lower classes may be in one building and the higher in another or some sections in one and the rest in another, but the whole school may be under one heeadmaster.

2. Aided schools:--

(a) It will be difficult to persuade aided managements to amalgamate, where the managements are different, but where ~~pos~~ possible, thismay be done. But all the schools under the same management should be required to amalgamate.

(b) Where there are aided schools and board schools, if the aided aggency is an efficient one, the board school may be closed and the provision transferred elsewhere leaving the field to the aided agency.

(c) No new school should be permitted to be started in any village already served by another school.

(d) Where differences in language justify more than one school in a place, the same may be permitted.

(e) For the present, Muslim girls' schools need not be amalgamated with boys' schools, but they may be amalgamated with general girls' schools if there are any in the locality, provided the language of instruction is the same.

(f) Separate higher elementary schools for girls may be continued where there is adequate strength in the higher elementary standards.

If Government accept these proposals, first there will be no separate girls' ranges and second, more liberal help should be

~~separate girls' ranges and second, more~~ liberal help should be available to managements to pub up additional accommodation.

sd. . . . . .
Director of Public Instruction,
Madras.

REPORT OF THE ELEMENTARY EDUCATION SUB-COMMITTEE OF THE PROVINCIAL ECONOMIC COUNCIL.

Para 17: Our aim then should be eleminate such inefficient and incomplete schools by withdrawing aid or recognition. The ideal to be aimed at is the five-standard school with a teacher for each standard. This we would define as a complete lower elementary school. But we would permit five-standard schools to have minimum of three teachers where the strength does not justify more than this number. We realize however that local conditions make it impossible that every school should be of this type. The younger children cannot walk far to school and it is impracticable to set up a school at every mile. We would therefore recognize also the feeder school consisting of standards I and II and even, in exceptional cases, standards I, II and III. But we would only recongnze it as long as it was a real feeder school, that it to say, so long as it could show that its pupils were passing on to complete schools. In some places too the number of pupils of school-going age is so small that they are not sufficient to fill each standard and in such isolated areas (and by isolated we mean not merely isolated by distance, but isolated for other reasons), we would allow a fewer number of teachers but we would still insist on instruction upto the fifth standard. We would thus recommend the elimination of all incomplete and inefficient schools by the refusal of aid or subsidy to all those which do not conform to our definition of "the complete school", "the feeder school" and "the isolated school". We realize that these ideals cannot be wholly attained in one or two years and we there fore recommend that time be given to management to make the necessa adjustments.

Edn. & P.H. Department.

D.O.No.89879.B2/47-3 Dn&. dated 19-1-1948.

Dear Mr. Reddi,

Sub:- Education - Elementary Schools -Ways and means to avoid wastage.
Ref:- Dr. Savoor's D.O.No.2210-B1/47 dated 21-12-47.

I am to say that the Government generally accept the proposals contained in Dr. Savoor's letter cited and to request you to suggest suitable draft amendments to the rules relating to elementary schools for implementing the proposals.

In the concluding paragraph of the D.O;, Dr. Savoor has stated that more liberal help should be made available to managements to put up additional accommodation. I am to ask that detailed proposals on the suggestion should also be sent with an estimate of the additional cost from Provincial funds on this account.

Yours faithfully,
sd. . . M.V.S.
19-1-48

To
Sri D.S. Reddi, M.A.(Oxon), M.B.E.,
Director of Public Instruction, Madras.

EDUCATION.

From
Sri B.S.Reddi, M.A., (Oxon).,
Director of Public Instruction,
Madras.

To
The Secretary to Government,
Education and Public Health,
Department, Madras.

R.C.No.2210-B.1/47 dated 9th Mardh 1948.

Sir,

Sub:- Elementary Education - Elementary Schools - Ways and means to avoid wastage.

Ref:- D.O.No.89879-B.2/47-3 dated 19th January 1948.

In continuationof Dr. Savoor's D.O.No.2210-B.1/47 dated 12th December 1947, I have the honour to state that the suggestion of suitable draft amendment to the Rules relating to Elementary Schools, referred to in para 1 of the D.O.dated 19th January 1948, does not arise as the proposals under contemplation are to amalgamate the aided institutions with those of Public Managements and is thereforeonly a matter of departmental policy. As the question of approving the amalgamation of schools has been delegated to the Director, I propose to issue necessary instructions to the departmental officers and give publicity to the policy.

2. As regards the detailed proposals regarding the availabilit of liberal help to themanagements to put up additional accommodation I may state that no special grant is proposed. But what was meant is to provide for more funds for grants to elementary schools for the construction of buildings to aided managements and more liberal subsidy to the District Boards for construction of school buildings.

3. As regards a report called for in para 2 of Government D.O No.89879-B.2/47-4 Eddcation dated 24-2-1948, I shallsubmit a reply seqarately.

sd. . . . . .
for Director of Public Instruction,
24-3-48.

Education and Public Health Dept.

D.O.No.14549/49-1-B2 - Education dated 19-3-49.

Dear Mr. Bhadriah,

Sub:- Education -Elementary - Ways and means to avoid wastage - Amelgamation of uneconomic schools - Abolition of single and Double Teacher schools.

In continuation of the correspondence ending with Mr.Reddi's official letter, Rc.No.2210-B1/47, dated 19-3-48, I am to say that the Government have since decided that their previous orders on the following subjects should be given effect to wherever necessary:-

(i) Amalgamation of uneconomic schools in the same locality.

(ii) Amalgamation of boys' and girls' ranges. and

(iii) Amalgamation of boys' and girls' schools in the same locality when either of them is uneconomical.

2. The Government have also decided that single teacher or double teacher schools should be allowed to exist only in villages where there is no other school at all but that even this concession should be allowed only for a certain number of years within which the schools should show signs of growth.

P.T.O.

3. ~~am~~ I am to request you to take necessary action to ~~implem~~ implement the above decisions of the Government

Yours sincerely,

sd.

To
Sri P. Bhadriah,
Director of Public Instruction, Madras.

EDUCATION?DEPARTMENT.

From

The Director of Public Instruction, Madras.

To

The Secretary to Government;
Education and Public Health Department,
Madras.

Sir,

Sub:- Education - Elementary - Ways and means to avoid wastage - Amalgamation of uneconomic Schools - abolition of single and two teacher Schools.
Ref:- Govt. D.O.No.11549/49-B2-Edn. dated 10-3-1949.

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1) Amalgamation of uneconomic schools in the same locali
2) Amalgamation of boys' and Girls' Ranges.
3. Amalgamation of Boys' and Girls' Schools in the same locality, when either of them is uneconomical.

Orders have already been issued to the Local Bodies and Inspecting Officers in this Office Circular Proceedings Rc. No.1397 B1/48, dated 1-7-1948 to give effect to the above points. Consequent on the abolition of such distrinction as Boys' and Girls' Ranges from 15th May 1948, the distinction between Boys' and Girls' Schools also has been abolished and the Officers have been asked to encourage the amalgamation of the Boys and Girls' Schools wherever possible in the interests reducing plural class teac ing. To give effect to amalgamation, instructions were issued in Prc Rc.No.2746-B2/48, dated 29-9-1948 and Pros. Rc. No.3488B2/48 dated 3-2-1949. The teacher-resources of small separate schools are thus expected to be mobilised towards the formation of large economical and efficient schools.

2. In regard to the question of improving the single and two-teacher Schools into two-teacher and three-teacher Schools, the process in respect of the former has been going on from 1947 and instructions will be issued regarding the latter improvement to the Inspecting Officers and the Local Bodies to improve the strength further in two-teacher schools to make them three-teacher schools. A time Schedule of five years may be fixed for these improvements and the position may be reviewed at the end of the 5th year from 1949-50.

3. It may be stated herethat the number of single-te cher schools fell from 18,509 in 1937 to 9,532 in 1942, to 7,849 in 1949, to 7,240 in 1944, to 6,704 in 1945, to 5,933 in 1946 to 5,410 in 1947. There are 4,417 single teacher Schools at present with reference to the latest statistics, and a five year period is suggested in order to eliminate the single teacher schools Even the single teacher schools will lose their recognition if the efficiency tests No.1 and 2 viz. completeness of schools and minimum strength are not relaxed. Single teacher Schools may function only, if there is no scope for these schools to be developed into plural teacher schools on account of the paucity of the school-going children in the locality. It is suggested th.at newly opened schools may be given three years' time to become at least two teacher shhools.

4. There isno list of two-teacher schools available for the present and the Inspecting Officers have been asked to furnish the information from the list of recognised Elementary Schools, to be maintained by them, with reference to appendix 1 of the Rules regarding elementary Schools. When this list is received, the officers will be instructed to improve the status of the single and two teacher schools by a 5 year plan, exception being given to Schools in remote rural areas, where there is no

P.T.O.

being given to schools in remote rul

scope for improvement for the time being. The Officers have also also been asked to furnish a list of pupils of school-going age in respect of the areas served by the Schools and this will help to determine the scope for improvement or otherwise of the single and two-teacher Schools. By this it is hoped to complete the process of eliminating single-teacher shools and thus improve their status.

Yours faithfully,

sd. [illegible]

21-4-49

for Director of Public Instruction.

EDUCATION AND PUBLIC HEALTH DEPT.

D.O.No.31481-B2/49-1 Edn. dated 9-5-1949.

Dear Mr. Bhadriah,

Subj:- Education - Elementary -Ways and Means to avoid wastage - Amalgamation of uneconomic schools Abolition of single and two teachers schools.
Ref:- Your letter No.2210-B1/48 dated 19-4-1948.

The Government generally concur in the views expressed by yo in the letter cited above in regard to amalgamation of uneconomic schools and abolition of single and tow teacher schools. You may take further action accordingly.

Yours sincerely,
sd. . . . .
6-5-49.

To
Sri P. Bhadriah, M.A., L.T.,
Director of Public Instruction.
Madras.

Secretary, E.& P.H.

If we are to get proper value and wothh for the money that we may spend ~~of~~ for elementary education, we must find ways and means to avoid wastage in it. The wastage in elementary education today exists in the following ways:

(1) In villages which can have only one elementary school there are sometimes two schools both of them with a few teachers and doing plural class work. These may be combined.

(2) In villages which can maintain only one school there are two separate elementary schools for boys and girls with indifferent strength. These may be combined into one.

(3) In villages were there can be one good school, there are schools maintained by Local Boards as well as aided agencies. These also may be combined into one.

If these wastages are to be avoided, it is necessary for us to take a survey of the various villages and their population along with the schoolgoing children in those villages so that we may fix the number of schools that these places may be able to maintain.

This survey, I think, may not be difficult to do since our Deputy Inspectors of Schools are in touch with almost all the villages in the Taluk. In formation that we getmay also be checked up with the detailed Census of the Taluk that may be available. Mr. Muhammad, Divl. Inspr. of Schools, Anantapur, who met me in Cuddapah tells me that it is not difficult for the Education Department to make this survey. This matter may be referred to the D.P.I. so that we shall be able to know in which villages how many schools we want and if the villages are too small to maintain a single school which villages may be combined to provide a single school.

The survey that may be submitted to Government must also conta suggestions for avoiding the wastage referred to above.

T.S.A
12-11-47

A draft D.O. to the D.P.E, is submitted.

x x
18-11-47.

x x x

Secretary, E.& P.H.

Please see A marked on page 2 of the speech sent herewith. The D.P.I. may be asked to take the necessary steps to combine these uneconomic schools and report the steps taken in that direction

I had sent a note that one of the many ways of raising the status of the teacher and giving him greater protection will be recruitment of teachers ~~of~~ for individual schools without possibilities of transfer. That matter may be examined and put up soon

T.S.A.
20-11-47
H.M.Education.

Copy to D.P.I. with a copy of the speech.

E & P. H. Dept.

Please see the minutes of H.M.(Edn.) above. With reference to 'B' above a D.O. has already been sent, to the D.P.I. on the subject (page 1 cf.) for orders whether a further reference should be amade to him. If so, the draft below is for approval.

'C' on p. 3 ante Thefile has been submitted separately.

(Issued as D.O.No.89879 B2/47-1 Edn. dated 19-11-1947)
(,, 898779-B2/47-2 Edn. dated 8-12-1947)
From the D.P.I., D.O.No.nil dated 12-12-1947.

The D.P.I. has explained the steps taken by the Government ~~of~~ and Education Department from time to ~~hime~~ time for avoiding wastage in elementary Education. He has now made a few suggestions in the ~~ma~~ matter of improvement of elementary schools. These suggestions can be given effect to by introducing suitable amendments to the rules for recognition and aid to elementary schools. The file may be submitted to H.M. for orders whether the suggestion of the D.P.I. may be accepted and whether he may be asked to forward draft ~~a~~mendments torules ~~x~~ The Director's reply to the D.O. at p.7 cf. has not yet been received. But the points raised in H.M's speech at 'A' on p. 4 cf have been covered by the D.O. on pp 11-18 cf.7

The suggestions made by the D.P.I. are in line with the ~~sugge~~-suggestions made by us. The suggestions may be accepted and if any amendments to the rules are necessary, he may be asked to ~~form~~-forward draft amendments.

T.S.A.
1-1-1948.

A draft D.O. to the D.P.I. is submitted.

B.M.
19-1-48

x
19-1-1948.

/Issued as D.O.No.89879-B2/47-3 Edn. dated 19-1-48/

Recomendations of the Retrenchment and Reorganization Committee:-

With reference to separate instituions for girls, so far as elementary schools are concerned the Committee felt that there was no need for separate institutions.

All uneconomic schools be they Government, or aided, for boys of girls which have less than 20 pupils per class on the average should be closed. If a Local body or a private agency comes forward to start and run a school or is prepared to manage an existing Government school, it should be enabled to do so. The Government should not open a school in an area which is already provided for or where a private agency is likely to open one. Uneconomic practising schools attached to training institutions may be closed.

Please see the recommendations of the Retrenchment Committee above. In view of the reference made to the D.P.I in the D.O. at p.21 cf, no further action seems called for the recommendations referred to above.

'A' above The Government in the Education Department does not at present maintain any elementary school in the ~~m~~ place.

6 on p.4 ante. A separate reference has been made to the D.P.I on the point (C.No.5503.B2)

sd.
28-1-48.

Secretary, E.& P.H.

With regard to the edpansion of elementary education, the D.P.I. reqported that the work as it is to-day is very inefficient and for that reason he even su,gested that expansion should not be given effect to for this year. The D.P.I. may be asked to point out the reasons for this inefficiency and how he expects to make it more efficient and what steps he is taking in this direction.

T.S.A.
17-2-1948
H.M.Education.

Please see the H.M's minutes above, A draft D.O. to the D.P.I. is submitted

B.M.
22-2-48

From the D.P.I No.2210-B1/47 dated 19-3-1948.

In his letter at page 11-18 of the D.P.I suggested some measures for avoiding wastage on elementary education. His proposals were accepted by Government and was asked to suggest suitable draft amendments to the rules relating to Elementary Schools for implementing them. He was also asked to send detailed proposals with an estimate of cost involved if more libral help to managements to putup additional school building should be made available. The D.P.I. points out that the measures suggested by him involve no amendments to the rules relating to Elementary schools. He also points out that his intention in recommending more liberal help to managements was that more funds should be provided for payment of subsidy or grant to local bodies and aided management for putting up school buildings.

It may be noted that Government have under consideration separate proposals for restricting the grants pay able to each type of school and for paying grants to local bodies and private managements for contructing school buildings out of loans to be ~~rais~~ raised instead of from ordinary revenues. In connection with these proposals detailed particulars have been called for from the D.P.I. regarding the number of schools ~~invested~~- in rented buildings etc. The D.P.I's reply is avaited.

Attention may also be invited to the proposal in the linked file for sancting cheap type designs for school buildings.

In the circumstances no further action seems called for in this file. The papers may be recorded after perusal by H.M(Edn.).

A separate file has been started on the point feferred to in H.M's minute on page 7 ante and ~~pag-ara~~- paragraph 2 of the D.O. on page 23 cf.

B.M.
12-4-48

T.S.A.
18-4-48

G.O.No.946 Edn. dated 21-4-1948.

Education - Elementary - Ways and means to avoid wastage - papers recorded.

/True Copy/

Office Assistant,
MADRAS RECORD OFFICE.